

Textbook Alignment to the Utah Core – Responsible Healthy Lifestyles Grade 4

*This alignment has been completed using an “Independent Alignment Vendor” from the USOE approved list
(www.schools.utah.gov/curr/imc/indvendor.html.) Yes _____ No _____*

Name of Company and Individual Conducting Alignment: _____

A “Credential Sheet” has been completed on the above company/evaluator and is (Please check one of the following):

☐ On record with the USOE.

☐ The “Credential Sheet” is attached to this alignment.

Instructional Materials Evaluation Criteria (name and grade of the core document used to align): Health Grade 4 Core Curriculum

Title: _____ ISBN#: _____

Publisher: _____

Overall percentage of coverage in the *Student Edition (SE)* and *Teacher Edition (TE)* of the Utah State Core Curriculum: _____ %

Overall percentage of coverage in *ancillary materials* of the Utah Core Curriculum: _____ %

STANDARD I: The students will learn ways to improve mental health and manage stress.

Percentage of coverage in the *student and teacher edition* for Standard I: _____ %

Percentage of coverage not in student or teacher edition, but covered in the *ancillary material* for Standard I: _____ %

OBJECTIVES & INDICATORS

Coverage in *Student Edition (SE)* and *Teacher Edition (TE)* (pg #'s, etc.)

Coverage in *Ancillary Material* (titles, pg #'s, etc.)

Not covered in TE, SE or ancillaries ✓

Objective 1.1: Demonstrate effective decision-making based on positive self-worth.				
a.	Identify characteristics of positive self-worth; e.g., ability to set goals, self-efficacy and values, physical, social, mental health.			
b.	Apply the decision-making process; i.e., identify the problem, gather information, identify alternatives, predict the immediate and long-term consequences, make the best choice, act, evaluate results.			
c.	Identify factors that may influence decision-making; e.g., media, peers, environment, self-worth.			
Objective 1.2: Practice constructive application of assertiveness.				
a.	Describe assertiveness.			
b.	Predict the results of assertive communication.			
c.	Use assertive communication in role play.			
Objective 1.3: Set goals to enhance personal health.				
a.	Recognize how physical, mental, and social health interrelate.			
b.	Evaluate personal health in each of these areas.			
Objective 1.4: Explore positive options for managing stress.				
a.	Define stress.			
b.	Identify behaviors or situations that may cause conflict or stress.			
c.	Create a personal stress management plan.			
STANDARD II: The students will adopt health-promoting and risk-reducing behaviors to prevent substance abuse.				
Percentage of coverage in the <i>student and teacher edition</i> for Standard II: _____ %		Percentage of coverage not in student or teacher edition, but covered in the <i>ancillary material</i> for Standard II: _____ %		
		Coverage in <i>Student Edition</i> (SE) and	Coverage in <i>Ancillary Material</i>	<i>Not covered</i>

OBJECTIVES & INDICATORS		Teacher Edition (TE) (pg #'s, etc.)	(titles, pg #'s, etc.)	in TE, SE or ancillaries ✓
Objective 2.1: Discover personal strengths and talents that make one unique.				
a.	Identify strengths and talents in classmates.			
b.	Identify personal strengths and talents.			
c.	Summarize how a variety of strengths and talents contribute to the uniqueness of people.			
Objective 2.2: Identify the qualities of positive role models.				
a.	Name role models or people who are admired.			
b.	Compare characteristics of role models.			
c.	Differentiate between behaviors that reflect a positive attitude and those that may indicate a negative attitude.			
d.	Identify characteristics to be incorporated into life.			
Objective 2.3: Predict the possible consequences of substance use.				
a.	Analyze how social messages regarding the use of alcohol, tobacco, and other drugs may misrepresent the negative effects of each.			
b.	Identify a variety of social, health, and economic problems associated with the abuse of alcohol, tobacco, and other drugs.			
Objective 2.4: Model responsible decision making.				
a.	List and explain the steps for decision-making and Refusal Skills®.			
b.	Demonstrate decision-making and Refusal Skills® in responding to negative influences.			
STANDARD III: The students will understand and respect self and others related to human development and relationships.				
Percentage of coverage in the <i>student and teacher edition</i> for Standard III: _____ %		Percentage of coverage not in student or teacher edition, but covered in the <i>ancillary material</i> for Standard III: _____ %		

OBJECTIVES & INDICATORS		Coverage in <i>Student Edition</i>(SE) and <i>Teacher Edition</i> (TE) (pg #'s, etc.)	Coverage in <i>Ancillary Material</i> (titles, pg #'s, etc.)	<i>Not covered in TE, SE or ancillaries</i> ✓
Objective 3.1: Summarize the functions of the cardiovascular and respiratory systems.				
a.	Review the major body systems and their basic functions.			
b.	Describe the cardiovascular and respiratory systems.			
c.	Demonstrate ways to strengthen the cardiovascular and respiratory systems.			
Objective 3.2: Develop skills for building healthy interpersonal relationships.				
a.	Show respect for the uniqueness of others, regardless of gender; e.g., abilities, talents, strengths, characteristics, and hopes for the future.			
b.	Demonstrate assertive communication.			
c.	Respect personal boundaries.			
Objective 3.3: Exhibit qualities associated with healthy body image.				
a.	Identify hereditary influences on body types.			
b.	Recognize the physical changes associated with development.			
c.	Model ways to show care and acceptance of the body; e.g., posture, hygiene, exercise, balanced diet			
STANDARD IV: The students will understand concepts related to health promotion and disease prevention.				
Percentage of coverage in the <i>student and teacher edition</i> for Standard IV: _____ %		Percentage of coverage not in student or teacher edition, but covered in the <i>ancillary material</i> for Standard IV: _____ %		
OBJECTIVES & INDICATORS		Coverage in <i>Student Edition</i>(SE) and <i>Teacher Edition</i> (TE) (pg #'s, etc.)	Coverage in <i>Ancillary Material</i> (titles, pg #'s, etc.)	<i>Not covered in TE, SE or ancillaries</i> ✓

Objective 4.1: Determine how communicable diseases are spread.				
a.	Compare modes of transmission of diseases.			
b.	List ways that people cannot contract HIV.			
Objective 4.2: Demonstrate personal hygiene and universal precautions.				
a.	Demonstrate proper hand washing.			
b.	List reasons to avoid contact with blood and other body fluids.			
c.	Describe procedures to follow in the event of a blood spill.			
d.	Demonstrate decision-making and Refusal Skills® for HIV prevention.			
Objective 4.3: Demonstrate ways to help people living with HIV and other diseases.				
a.	Identify ways to show compassion for others.			
b.	Identify needs of people who are living with long-term illnesses.			
c.	Plan an activity promoting compassion for people living with long-term illnesses.			
STANDARD V: The students will adopt behaviors to maintain personal health and safety and develop appropriate strategies to resolve conflict.				
Percentage of coverage in the <i>student and teacher edition</i> for Standard V: _____ %		Percentage of coverage not in student or teacher edition, but covered in the <i>ancillary material</i> for Standard V: _____ %		
OBJECTIVES & INDICATORS		Coverage in <i>Student Edition (SE)</i> and <i>Teacher Edition (TE)</i> (pg #'s, etc.)	Coverage in <i>Ancillary Material</i> (titles, pg #'s, etc.)	<i>Not covered in TE, SE or ancillaries</i> ✓
Objective 5.1: Determine how to participate safely in recreational activities.				
a.	List recreational and athletic activities and potential injuries.			
b.	Identify safety equipment and procedures needed for various			

	recreational and athletic activities.			
c.	Practice safety precautions associated with changes in weather.			
Objective 5.2: Make decisions about taking appropriate risks.				
a.	Analyze dares, risks, and challenges.			
b.	Predict the outcomes of taking reasonable and unreasonable risks.			
c.	Apply decision-making skills to dares, risks, and challenges.			
Objective 5.3: Demonstrate basic first aid procedures.				
a.	Identify procedures for responding to minor injuries; e.g., animal and insect bites, bleeding, burns, cuts, and scratches.			
b.	Know the general emergency number to call for a more severe injury or situation; i.e., 911 phone number.			
Objective 5.4: Model various nonviolent ways to resolve conflict.				
a.	Identify situations that cause anger or frustration.			
b.	List ways to deal effectively with anger or frustration.			
c.	Identify how destructive behavior can cause conflict.			
d.	Predict how constructive behavior might reduce conflict.			
STANDARD VI: The students will understand how a healthy diet and exercise can increase the likelihood of physical and mental wellness.				
Percentage of coverage in the <i>student and teacher edition</i> for Standard VI: _____ %		Percentage of coverage not in student or teacher edition, but covered in the <i>ancillary material</i> for Standard VI: _____ %		
OBJECTIVES & INDICATORS		Coverage in <i>Student Edition (SE)</i> and <i>Teacher Edition (TE)</i> (pg #'s, etc.)	Coverage in <i>Ancillary Material</i> (titles, pg #'s, etc.)	<i>Not covered in TE, SE or ancillaries</i> ✓
Objective 6.1: Specify key vitamins and minerals and their functions.				
a.	Name vitamins and minerals vital to a healthy body; e.g., vitamins B and C, minerals calcium and iron.			

b.	Determine the functions of key vitamins and minerals.			
c.	Name foods rich in key vitamins and minerals.			
d.	Identify nutritional problems related to vitamin and/or mineral deficiencies.			
Objective 6.2: Determine the relation between food intake and activity.				
a.	Define calories.			
b.	Estimate the number of calories needed for growth and body function.			
c.	Predict the change in caloric requirements due to participation in activities.			
d.	Plan a balanced food intake for one day.			
Objective 6.3: Summarize how and why bodies differ in shape and size.				
a.	Recognize individual growth patterns.			
b.	Explain the role that heredity plays in growth and development.			
c.	Describe the role of nutrition in growth and development.			
STANDARD VII: The students will understand the value of service and effective consumer practices.				
Percentage of coverage in the <i>student and teacher edition</i> for Standard VII: _____ %		Percentage of coverage not in student or teacher edition, but covered in the <i>ancillary material</i> for Standard VII: _____ %		
OBJECTIVES & INDICATORS		Coverage in <i>Student Edition (SE)</i> and <i>Teacher Edition (TE)</i> (pg #'s, etc.)	Coverage in <i>Ancillary Material</i> (titles, pg #'s, etc.)	<i>Not covered in TE, SE or ancillaries</i> ✓
Objective 7.1: Participate in service learning that benefits Utah.				
a.	Identify needs of Utah and/or its citizens.			
b.	Examine situations when people or groups assist Utah.			
c.	Plan, implement, and report on service benefiting Utah.			

Objective 7.2: Analyze how media strategies and techniques affect consumer practices.				
a.	Identify the strategies and techniques used in a variety of media.			
b.	Demonstrate the various strategies and techniques used by media.			
c.	Compare effectiveness of various strategies and techniques.			
Objective 7.3: Identify the role of health professionals in the school.				
a.	List various health professionals within the school system and the services provided.			
b.	Define the role of each health professional within the school system.			
c.	Identify situations in which the services can and should be accessed.			